Pupil Premium Strategy Statement

Schools	Kettering Park Infant Academy and Kettering Park Junior Academy				
Academic Year	2019/20	**Total PP budget**	KS1 £44,200 KS2 £110, 880	**Date of most recent PP Review**	4th February 2019
Total number of pupils	KS1 240 KS2 356	**Number of pupils eligible for PP**	KS1 36 (15%) KS2 87 (24%)	**Date for next internal review of this strategy**	March 2019
				End of year review	July 2020

1. Current attainment		
School data	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP*
% achieving expected standard or above in Reading, Writing and Mathematics	KS1 4 children 24% KS2 28%	KS1 40 children 57% KS2 48%
% achieving expected standard or above in Reading	KS1 7 children 41% KS2 56%	KS1 54 children 77% KS2 63%
% achieving expected standard or above in Writing	KS1 4 children 24% KS2 52%	KS1 43 children 61% KS2 73%
% achieving expected standard or above in Mathematics	KS1 9 children 53% KS2 48%	KS1 55 children 79% KS2 59%
% of children passing Phonics Screening test in Y1	KS1 8 children 53%	KS1 59 children 79%

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Pupils who are eligible for PP are making less progress and have lower attainment overall in most areas compared to those not eligible for PP across both KS1 & 2.
B.	On-entry attainment for PP children is below average, with particular reference to communication, literacy and language in KS1, and Reading in KS2.
C.	In KS1 Phonics outcomes for pupils eligible for PP are low.
D.	In KS2, PP form a significant percentage of behaviour incidents.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
E.	In some cases consistent attendance and punctuality.
F.	In some cases PP children have external issues which require wellbeing support in school.
G.	In some cases, access to resources e.g. books, uniform and trips is required.

3. Outcomes

	Desired outcomes	Success criteria
A.	To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations. To ensure pupils consolidate basic skills. To respond rapidly with targeted teaching for pupils at risk of underachievement and provide challenge for pupils identified as greater depth PP children.	• Pupils will meet (or exceed) age related national expectations in English and Maths. • All staff will receive appropriate CPD to facilitate development and high quality teaching. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need. • Pupils will make at least expected progress in English and Maths.

2018/ 2019 end of year results Y2:

	All	PP
RWM combined EXP/+	60% 52%	42% 24%
RWM combined GDS	8% 8%	20% 6%
Reading EXP/+	71% 70%	8% 41%
Reading GDS	19% 21%	20% 6%
Writing EXP/+	62% 54%	42% 24%
Writing GDS	8% 10%	10% 6%
Maths EXP/+	67% 75%	58% 53%
Maths GDS	13% 16%	20% 6%

Internal 2018/2019 end of year results Y6 (Provisional data – amendments pending):

	All	PP
RWM combined EXP/+	56% 43%	36% 28%
RWM combined GDS	8% 4%	0% 0%
Reading EXP/+	66% 60%	54% 56%
Reading GDS	16% 12%	0% 8%
Writing EXP/+	81% 67%	64% 52%
Writing GDS	17% 15%	0% 8%
Maths EXP/+	66% 55%	45% 48%
Maths GDS	19% 16%	9% 4%

B.	To develop opportunities for oracy across the school. To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' Pupils read regularly and have access to high quality texts within guided reading.	• Daily opportunities provided through talk partners to develop oracy. • Pupils read regularly at home and at school which is embedded across the curriculum. • Pupils (who need to) will have opportunities for additional reading in school. • Guided reading sessions will include elements of retrieval, meaning and inference. • Quantity/quality of reading will be tracked each week and celebrated in assembly. • Reading areas are provided for children in each classroom.
C.	To lift the attainment of PP children to meet national expectations in the Phonics Screening.	• Daily phonics teaching in small groups. • Support for parents for ways that they can help their children at home. • Interventions (Precision Teaching). • Embed phonics teaching throughout the whole school in all curriculum areas.
D.	To reduce the number of behavioural incidents involving or initiated by PP children.	• Restorative justice techniques. • Parental engagement actively sought. • Behaviour monitored and priorities identified. • Pupils will have a structured termly mentoring meeting with DHT. • Equipment provided to increase structure and guided activities in the playgrounds.
E.	All disadvantaged pupils will meet national expectations for attendance and punctuality.	• All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%). • Parents will be informed each term if their child's attendance is a concern. • Attendance is tracked each month and the academy policy is followed. • The school will contact parents proactively if attendance slips. • Family Support Worker (FSW) to engage with families. • KS2 Breakfast club will be offered to priority pupils.
F.	Vulnerable PP children and families are supported to enable their children to reach their potential.	• Wellbeing tracker updated termly and provision amended accordingly. • One to one and small group support for children identified. • Academic outcomes monitored termly. • Children will feel safe and happy at school and will make good progress towards end of year outcomes despite difficulties in their home lives. • 'LARKS' children will all meet expected outcomes in English and Maths. • Adult learning opportunities will be provided throughout the school year. • CPD for wellbeing staff across both academies.
G.	To ensure that no pupils are disadvantaged and all have full access to all aspects of school life.	• Targeted families to receive a voucher each year to the value of £100 which is allocated to spending on specific areas in school e.g. trips, uniform and clubs. • Increase voucher spend percentage so that 90% of targeted PP families actively spend 80% of entitlement in both academies.

From 6th February 2019 both academies are part of the Closing the Gap Project.

4. Planned expenditure 2019/2020

1. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
Barriers – A, B, C To use CPD to ensure teaching is of an excellent standard.	To facilitate focused CPD for teaching staff led by SLT, middle leaders and external providers. To facilitate termly support staff meetings to include training. PP lead to attend trust training throughout the year and cascade information to all staff. Training of staff on Wellbeing support. To facilitate QFT and inclusive practices by self-evaluation, support and training through the SEND Review process.	Sutton Trust found that, 'The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers. July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership. Trust priority – To ensure each teacher is enabling every child to make good progress by knowing the gaps in learning and through effective planning successfully closing these as quickly as possible. The gap between PP and non PP will be significantly narrowed. To raise the academic achievement for all children.	All foci are part of School Development Plan and Self Evaluation. The school monitoring cycle will continuously evaluate provision. PP lead to cascade information to all relevant staff. SENCo to conduct the SEND review process with staff.	HT DHT CP/AJ (PP leads) SD (English lead KS1) CP/AJ	Half termly Termly
Barriers – A, B, C For PP pupils to make (or exceed) expected progress.	PP lead to raise awareness of PP children's needs and areas for development. KS2 – closing the vocabulary gap by conducting small group interventions. Pixl to be used across the academies to target, monitor and track outcomes.	PP children are attaining considerably lower in reading, writing, maths (KS1 and KS2) and phonics (KS1) compared to non PP. To improve standards for our disadvantaged and PP children (Trust priority).	The school monitoring cycle will continuously evaluate provision (Pupil progress meetings, data analysis). PP lead to monitor and track progress. Pixl core group meetings in school and associate visits to the academy. QLA to demonstrate improvement.	CP/AJ (PP Leads) SLT English and Maths leads	Half termly

Barriers – A, B Pupils receive effective feedback to improve their work.	Teachers will give useful feedback, and give the pupils guidance and time to react/respond to this (KS2 following Claire Gadsby training, KS1 following new marking policy). Resourcing to meet the needs of the feedback policy.	'Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils–and for society–is to teach them to read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation. Meta-Analysis of research by John Hattie breaks down quality teaching into: • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. Education Entitlement Foundation – Teaching and Learning toolkit (September 2018) indicates good feedback can make plus 8 months difference to a child's outcomes.	Team/Year group leaders will oversee planning of these pieces in PPA. Moderation will ensure consistency. Monitoring cycle. Use of PPA time to work collaboratively to look at next steps for learning to ensure progress for all. All planning to identify PP children with the additional provision highlighted on each document.	Team/Year group leads SLT	Half termly

Barriers – A, B, C To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.' To have rigorous approaches in place to ensure pupils read regularly. Pupils read regularly and have access to high quality texts within guided reading. To develop opportunities for oracy across the school.	Teachers will choose engaging texts and plan learning based on retrieval, meaning and inference. The expectation is that pupils will read five times a week at home. Reading at home is tracked and success is celebrated in whole school assemblies. KS1 Home Learning Tasks linked to reading.	Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum. Trust priority – To foster a love of reading that builds on prior phonics knowledge to develop fluency and comprehension skills to ensure that reading outcomes for all groups are at least in line with national expectations. Trust priority – To embed early language skills ensuring that phonics outcomes and KS2 reading for all groups are at least in line with national expectations. Research has shown that there can be a significant difference in vocabulary of different groups. 'Closing the Vocabulary Gap' – Alex Quigley (2018) "From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families, and this talk gap between the ages of 0 and 3 year - not parent education, socio-economic status, or race – explained the vocabulary and language gap at age 3 and the reading and math achievement gap aged 10. "	Monitoring of reading using dojos in KS1 and reading race in KS2. The school monitoring cycle will continuously evaluate provision. Parental engagement with weekly reading activities in class. Reading displays to foster a love of reading. KS1 developing a new library to promote reading for pleasure.	English leads SLT	Half termly
Barriers – A, B School will deliver an engaging, broad and varied curriculum which inspires pupils to learn and encourages lifelong learning.	To teach foundation subjects using elements of a scheme alongside own curriculum to enabling children to gain knowledge and understanding through the use of a wide range of skills.	Ofsted Requirement: To construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life	Curriculum Leaders overseen by member of SLT. Outcomes for each subject area tracked and monitored at the end of every term (3 times a year). The school monitoring cycle will continuously evaluate provision.	KS1 – AHT KS2 – DHT SLT	Termly
				Total budgeted cost	KS1 21900 KS2 67473

2. Targeted support

Barriers – A, D, E To improve the attendance of disadvantaged pupils.	Disadvantaged pupils to be targeted to attend breakfast club – KS2. FSW to track attendance on a weekly basis and report findings SLT. Whole school reward system to be high profile across the school and discussed every week in assembly with weekly incentives and end of rewards. School to follow attendance policy and work with EIPT to robustly address difficult cases.	Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and lift low attainment. By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and pre-empt possible attendance issues.	Attendance at KS2 breakfast club to be monitored. FSW to 'recruit' key pupils to breakfast club. FSW to track weekly findings/trends. Reward systems to be monitored. Records of EIPT involvement kept. Monthly attendance monitoring in each academy and shared with the trust.	FSW DHT SLT	Monthly
Barriers – D, E, F For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally.	KS2 - Daily breakfast club to serve as platform for additional structured time, intervention and enrichment. FSW to liaise with families. FSW to engage with outside agencies to support pupils/families. Termly wellbeing tracker and targeted interventions. The Nest provision at the Junior's to be open for one day a week during the summer holiday.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality. To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	Attendance will be monitored monthly. FSW will report on her actions each week. Wellbeing team to support children identified.	FSW Wellbeing team SLT	Monthly

	In KS2 to promote physical wellbeing by providing a 'Change for Life' club that will be run weekly by an external provider targeted to PP children				
Barriers – A, B, C, E For identified gaps in learning to be addressed.	Varied interventions (according to need) to be provided before (and sometimes during) school by a range of staff.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Progress will be checked half-termly Progress of pupils will be checked half-termly	CP/AJ (PP leads) Teachers SLT	Half Termly
Barriers – A, B, C For selected pupils to be supported in accelerating learning.	1:1 and small group support in or out of class for disadvantaged pupils who require it.	Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. Meta-Analysis of research by John Hattie breaks down quality teaching into: • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.	Progress of pupils will be checked half-termly.	CP/AJ (PP leads) SLT	Half Termly
Barriers – D, E, F To develop strong pupil/teacher relationships with a focus on behaviour in KS2.	Pupils will have termly 1:1 mentoring meetings with the DHT focused on learning attitudes	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	Termly meetings will be quantified and based on reports for parents and include attendance, achievement and attitudes.	DHT SLT	Termly
				Total Budgeted Cost	KS1 18000 KS2 36288

3. Other approaches

Barriers – G For pupils to be supported to access all aspects of school life	Targeted families to receive a voucher each year to the value of £100 allocated to spending on specific areas, trips uniform, clubs	 Maslow's hierarchy of needs Maslow's Hierarchy of needs highlights that physiological needs and a sense of belonging is essential to enable self-actualisation. The voucher is a means to support these areas.	Track the voucher spend % so that 90% of targeted families actively spend 80+% of the voucher entitlement	SBM	Termly
For pupils to access a range of social/cultural/sporting experiences, visits, activities and resources.	Pupils will partake in cultural visits. Eg: local museums, zoos, places of worship etc. Visitors will attend the school. Eg: an Egyptian mummifier and a Roman Soldier.	Ofsted Requirement: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. Meaningful experiences and contexts will enhance the curriculum.	Track the number of children attending trips and monitor the spending. Reviewing programme of trips and attendance.	SBM SLT	
			Total budgeted cost	KS1 4300 KS2 2092	

Review of spending July 2020 Infant Academy	
Quality of teaching for all – A,B, C	£21,900

Impact: Low/Medium
1) CPD linked to the SIP has continued to take place and the impact was evident in the children's work up to March 2020 as also identified by Ofsted.
2) SENCo has completed the SENCo accreditation.
3) Training provided for TAs and teaching staff during lock down to further support the children.
4) PiXL further used in school but further work needed to be embedded.
5) PP lead working with a group of children identified in one class where there is a greater number of PP children. Support provided for phonics.
6) Observations and book scrutinise completed and feedback provided to staff.

Targeted support – A,B,C,D, E,F	£18,000

Impact: Medium
1) Attendance monitoring ongoing and reported monthly. Letters and contracts in place for any families that have been identified. Comparisons made from the previous year to the current year to monitor progress. Support from the EIPT team where necessary.
2) Links made between the infant and junior school through FSW and senior leaders.
3) Well-being interventions in place as well as the well-being tracker used each term
4) PiXL therapies used to support wellbeing for all children.

Other approaches - G	£4,300

Impact: Medium
All children have access to a £100 voucher to spend in school on trips, photographs, uniform, clubs, milk, books etc.
Due to Covid vouchers were able to be used for uniform for all children.

Due to Covid 19 we were unable to complete our end of year analysis. During lock down all PP children were provided with food boxes or a lunch in school this continued during the Easter holiday and May half term. In the summer term all families were provided with vouchers that they could use to buy food for their families.

During the time that the school remained open (including from June 2020) 1:1 interventions were provided for all PP that were in school to support their reading, writing, maths and phonics. This intervention will continue in September 2020 for the PP children.

A recovery curriculum is in place from September 2020. This will focus on PSHE and well-being and use PiXL to support this.